

CAROLINA FOREST ELEMENTARY

285 Carolina Forest Blvd.
Myrtle Beach, SC 29579

GRADES K-5 Elementary School

ENROLLMENT 975 Students

PRINCIPAL Melissa Spearman 843-236-0001

SUPERINTENDENT Gerrita Postlewait 843-488-6700

BOARD CHAIR Will Garland 843-358-8002

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
22	36	2	0	0

IMPROVEMENT RATING:

GOOD

ADEQUATE YEARLY PROGRESS:

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Average	N/A
2002	Excellent	Good	N/A
2003	Excellent	Good	Yes
2004	Excellent	Good	Yes

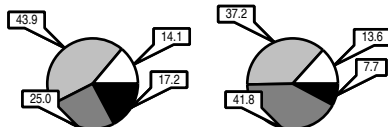
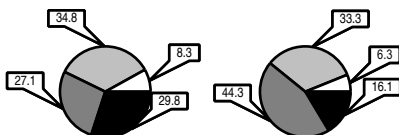
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

58.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	509	99.2	5.7	33.5	44.6	16.2	72.2	Yes	Yes
Gender									
Male	246	99.2	6.0	40.8	41.3	11.9	67.0		
Female	263	99.2	5.4	26.8	47.7	20.1	77.0		
Racial/Ethnic Group									
White	398	99.8	2.2	30.4	48.9	18.4	77.9	Yes	Yes
African-American	72	98.6	22.2	47.6	25.4	4.8	41.3	Yes	Yes
Asian/Pacific Islanders	12	91.7	0.0	36.4	45.5	18.2	81.8	I/S	I/S
Hispanic	21	95.2	20.0	50.0	20.0	10.0	55.0	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	451	99.1	4.9	31.4	46.3	17.4	74.5		
Disabled	58	100.0	12.2	51.0	30.6	6.1	53.1	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	509	99.2	5.7	33.5	44.6	16.2	72.2		
English Proficiency									
Limited English Proficient	16	81.3	23.1	46.2	23.1	7.7	46.2	I/S	I/S
Non-Limited English Proficient	493	99.8	5.2	33.1	45.3	16.4	73.0		
Socio-Economic Status									
Subsidized meals	187	99.5	13.6	45.1	35.2	6.2	54.3	Yes	Yes
Full-pay meals	322	99.1	1.4	27.1	49.8	21.7	82.0		

Mathematics - State Performance Objective = 15.5%									
All Students	509	99.8	8.5	34.8	27.2	29.6	70.0	Yes	Yes
Gender									
Male	246	100.0	9.5	35.9	25.9	28.6	70.9		
Female	263	99.6	7.5	33.8	28.3	30.4	69.2		
Racial/Ethnic Group									
White	398	100.0	4.7	31.2	29.5	34.5	77.4	Yes	Yes
African-American	72	98.6	28.6	46.0	17.5	7.9	34.9	Yes	Yes
Asian/Pacific Islander	12	100.0	0.0	25.0	33.3	41.7	83.3	I/S	I/S
Hispanic	21	100.0	19.0	52.4	19.0	9.5	47.6	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	451	99.8	6.3	32.6	28.7	32.4	74.2		
Disabled	58	100.0	26.5	53.1	14.3	6.1	34.7	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	509	99.8	8.5	34.8	27.2	29.6	70.0		
English Proficiency									
Limited English Proficient	16	100.0	31.3	50.0	18.8	0.0	31.3	I/S	I/S
Non-Limited English Proficient	493	99.8	7.7	34.2	27.5	30.6	71.4		
Socio-Economic Status									
Subsidized meals	187	100.0	17.8	47.2	22.7	12.3	49.1	Yes	Yes
Full-pay meals	322	99.7	3.4	27.9	29.6	39.1	81.5		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	129	100.0	0.9	23.2	58.0	17.9	75.9
	Grade 4	181	100.0	13.1	32.0	51.0	3.9	54.9
	Grade 5	146	100.0	12.8	50.4	33.1	3.8	36.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	168	100.0	1.2	20.6	45.5	32.7	78.2
	Grade 4	155	100.0	8.8	35.8	45.9	9.5	55.4
	Grade 5	186	99.5	6.6	48.6	39.2	5.5	44.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	129	100.0	4.5	14.3	28.6	52.7	81.3
	Grade 4	181	100.0	7.2	39.2	26.1	27.5	53.6
	Grade 5	146	100.0	11.2	39.6	23.1	26.1	49.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	168	100.0	9.1	38.2	29.1	23.6	52.7
	Grade 4	155	100.0	6.1	39.2	25.0	29.7	54.7
	Grade 5	186	99.5	10.5	31.5	27.6	30.4	58.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 975)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	2.1%	Up from 1.3%	2.1%	2.7%
Attendance rate	96.1%	Down from 96.3%	96.6%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.4%		3.6%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	3.7%		3.0%	3.5%
Eligible for gifted and talented	28.2%	Up from 27.7%	21.0%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	6.7%	Up from 6.3%	7.6%	8.2%
Older than usual for grade	0.4%	No change	0.6%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.4%	0.0%	0.0%

Teachers (n= 61)				
Teachers with advanced degrees	49.2%	Down from 53.7%	54.7%	51.4%
Continuing contract teachers	85.2%	Down from 94.4%	89.5%	87.5%
Highly qualified teachers**	95.6%	N/A	95.1%	95.0%
Teachers with emergency or provisional certificates	5.3%		0.0%	0.0%
Teachers returning from previous year	86.1%	Up from 82.9%	89.0%	86.7%
Teacher attendance rate	95.1%	Down from 95.5%	95.2%	94.9%
Average teacher salary	\$42,119	Up 0.5%	\$42,213	\$40,760
Prof. development days/teacher	13.4 days	Up from 12.8 days	10.5 days	12.4 days

School				
Principal's years at school	3.0	Up from 2.0	5.0	4.0
Student-teacher ratio in core subjects	20.8 to 1	Down from 22.2 to 1	20.1 to 1	18.9 to 1
Prime instructional time	90.9%	Down from 91.3%	90.8%	90.0%
Dollars spent per pupil*	\$5,679	Up 19.6%	\$5,746	\$6,044
Percent of expenditures for teacher salaries*	67.5%	Down from 69.8%	68.1%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 98.5%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	87.9%	92.0%
Highly qualified teachers in high poverty schools**	92.8%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2003-2004 school year was another successful year at Carolina Forest Elementary. We were awarded the Palmetto Gold Award for our PACT scores from the State Department of Education and Horry County Schools. We were also recognized by the Education Oversight Committee for "closing the gap" in mathematics achievement with our minority students. Carolina Forest Elementary was one of five schools in the state of South Carolina selected to apply for the National Blue Ribbon School Award, which will be announced in the fall of 2004. Ninety-four percent of our kindergarten students finished the year reading at or above text level 3. Ninety-six percent of our first grade students finished the year reading at or above text level 16. Second grade PACT scores showed 90% of students scoring above basic in English Language Arts and 91% of students scoring above basic in Mathematics. Our students read 86,320 books and a record number of students met their Accelerated Reader goals and attended Books on the Beach. Celebrations were held to recognize the students' achievements in academics, attendance, and character development.

Our teachers and support staff were also successful. We continued to make progress towards our performance goals included in our strategic plan. Our staff participated in professional development focusing on instructional strategies to improve student achievement in reading and mathematics. A computer assessment program (MAP) was implemented to help improve instruction and measure student progress. Teams of teachers collaborated at all grade levels to plan standards-based instruction. Weekly assessments were used to track student progress towards goals. Brian Moss received National Board Certification, and Sandra Hardee was selected as Teacher of the Year.

The hard work and dedication of our parents and volunteers, as well as our outstanding community support, enhanced the mission of the school. Proceeds from our annual Founder's Day celebration were used to complete phase three of our playground improvement project. A record number of volunteers worked to support our instructional program. Through our partnership with Coastal Carolina University, mentors provided academic support for students.

During the 2004-2005 school year, we will work with our parents, community, and School Improvement Council to provide opportunities for our students in the fine arts. We look forward to another great year as we continue to be "Committed to Excellence."

Judy Beard, Principal

Kelly Shelton, School Improvement Council Chairperson 2003-04

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	64	164	107
Percent satisfied with learning environment	98.4%	87.2%	86.0%
Percent satisfied with social and physical environment	100.0%	87.2%	88.6%
Percent satisfied with home-school relations	100.0%	85.2%	71.7%

*Only students at the highest elementary school grade level at this school and their parents were included.